Summary of Self-Reports for FY 2007
Technology Assisted Project Based Instruction Program

SECTION I: SCHOOL DISTRICTS

Deer Valley Unified School District

General Program Overview

The Deer Valley Unified School District's TAPBI program continues to target students in need of courses for credit recovery, homebound students and students needing an alternate educational delivery method. The program serves students in grades 9 – 12 and offers specific courses in English, Math, Science and Social Studies.

A. Mission Statement

In partnership with families and the community, the Deer Valley Unified School District will ensure that all students will graduate with the knowledge, skills, and attitudes needed for success in a globally interdependent world.
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B. Number of Years in Operation

4 years

C. Grade Levels Served

Grades 9-12

D. TAPBI Program Students Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	625	99.2
Full-time Student Enrollment	5	.8
Concurrent Student Enrollment	0	0
Total Enrollment	630	100

Retention Rate: ___N/A___
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: _70%_
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: _____N/A_____
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: _____N/A_____
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

    - eSchool's target populations are: students that need courses for credit recovery, homebound students, or those that require an alternate educational delivery method.
    - eSchools partners with families to provide alternate education to ensure all students graduate with the knowledge and skills they need to be successful.
    - Blackboard is used to deliver courses to students.
    - Courses are designed with state and district standards including due dates for assignments.
    - Courses use online instruction with finals exams taken in person.
    - Instructors use email, discussion boards, online textbooks, web quests, and online chat rooms/virtual classrooms to provide instruction to students.
    - Final Exam evaluates overall skills or knowledge learned in a particular course.
    - District Assessments evaluates skills or knowledge in areas such as reading and writing.
    - Unit Exams and Quizzes evaluates skills or knowledge learned for a particular unit or chapter.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

    Blackboard allows the program to integrate video streaming, audio clips, and web quests into courses. Instructors can use chat rooms and a virtual classroom feature to communicate in real time with students. Parents are able to sign up to be shadow their students in the system and view their student's progress at any time.

    - Number of students qualifying for services by category:

SPED Category	Count	% of total enrollment
SLI		
MMR		
SLD	8	1.2%
ED	5	0.8%
MoMR		
VI		
HI		
OH	7	1.1%
Orth		
TBI		
MD		
MDSSI		
A		
SMR		

ELL	Count	% of total enrollment
ELL	5	0.8%

    - eSchool.dvusd honors all accommodations of students with IEPs.
    - District Special Ed teachers are available to assist students when required.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

No Data Found for Math, Reading, and Language as all students are concurrently enrolled and therefore tested at their "home campus."

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	82,788	46
3			3	75,619	46
4			4	76,258	50
5			5	77,700	55
6			6	76,809	57
7			7	77,233	53
8			8	75,947	57
9			9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	82,783	50
3			3	75,693	46
4			4	76,383	53
5			5	77,743	53
6			6	76,738	51
7			7	77,115	57
8			8	75,786	55
9			9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	83,234	51
3			3	75,907	51
4			4	76,479	57
5			5	77,855	51
6			6	76,762	57
7			7	76,920	53
8			8	75,607	57
9			9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

No Data Found for Math, Reading, and Language as all students are concurrently enrolled and therefore tested at their "home campus."

❖ **2007 AIMS Results by Subject & Grade** (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	2,635	10	8	67	15	82
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	834	24	21	47	8	55
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	287	41	20	33	6	39
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	2,706	3	12	76	10	86
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	784	7	23	58	11	69
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	277	12	31	46	11	57
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	2,705	2	16	69	14	83
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,093	3	21	59	17	76
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	315	10	35	37	19	56
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined

5. The results of a survey of pupil satisfaction with the program, including:

- 6 of 78 students were unsatisfied with delivery modalities, 72 of 78 students were satisfied with delivery modalities.
- 27 of 78 students were unchanged in attitude about learning, 51 of 78 students had positive changes in attitude about learning.
- 27 of 78 students were unchanged in attitude about their ability to learn and academic progress, 51 of 78 students had positive changes in attitude about their ability to learn and academic progress.
- 7 of 78 students were unsatisfied with eSchool, 71 of 78 students were satisfied with eSchool.

6. The results of a survey of parental satisfaction with the program, including:

- 9 of 31 were unsatisfied with delivery modalities, 22 of 31 were satisfied with delivery modalities.
- 11 of 31 were unchanged in attitude about learning, 20 of 31 had positive changes in attitude about learning.
- 10 of 31 were unchanged in attitude about their ability to learn and academic progress, 21 of 31 had positive changes in attitude about their ability to learn and academic progress.
- 7 of 31 were unsatisfied with eSchool, 24 of 31 were satisfied with eSchool.

7. A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.

- Tuition waivers were granted to students of underserved populations.

8. A description of the operational and administrative efficiency of the program.

DVUSD rated themselves a 3 out of 3.

9.   A description of the cost-effectiveness of the program

State Revenue per Pupil: $-
Expenditures Related to Direct Instruction per Pupil: $376.17
Total Administrative Costs: $54,200

Lake Havasu Unified School District

General Program Overview

This was the third year of operation for the LHUSD TAPBI program. LHUSD provides distance learning opportunities for students in grades 9 – 12. Students in grades K – 8 wishing to enroll in distance learning courses are referred to the district's partner TAPBI program in the Mesa Unified School District.

A. General Mission Statement

To provide a computer/internet based alternative method of learning with course curriculum that meets or exceeds Arizona standards for students to achieve graduation and college entrance requirements.

B. Number of Years in Operation

FY03/04 – approved for operation
FY04/05 – pilot program
FY05/06 – full operation
FY06/07 – continued full operation

C. Grade Levels Served

9 through 12
▪ The program directs students in lower grade levels to a partner TAPBI program to provide online services.

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Count	Percent of Total Enrollment
Part time Student Enrollment	21	5%
Full-time Student Enrollment	115	24%
Concurrent Student Enrollment	336	71%
Total Enrollment	**472**	**100%**

Retention Rate: _____ *Definition: Unclear*

Completion Rate: ____51.27%____ *Definition: Any **student** who completed one or more classes during the school year. (number of students completing one or more classes ÷ number of students enrolled)*

Mobility: _____ *Definition:* Unclear

1. A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.

▪ The Program targets students who are at-risk; students with special needs; students who are homebound; students who are seeking credit recovery; students who wish to accelerate

completion of graduation requirements; and other students who will benefit from exposure to a computer/Internet alternative learning environment.

- In relation to the program's mission statement these students receive coursework that meets or exceeds Arizona's academic standards towards completion of high school requirements and/or to prepare for college entrance.
- Havasuonline.org delivers high school curriculum via the Internet to students in grades 9 through 12 who may otherwise dropout or fail to graduate.
- Havasuonline.org offers a means for students who wish to graduate early.
- Each course is delivered to student via the Internet and provides direct instruction from certified teachers.
- Coursework is available at any time for the convenience of LHUSD students.
- Students are exposed to a variety of multi-media, interactive tools throughout their courses.
- Many quizzes and tests are interactive with immediate feedback on correct/incorrect answers.
- The courses offer videos for both unit introductions and curriculum illustrations.
- Instructors provide feedback directly on the assignments for the students to review.
- Student portfolios display the current grades for all assignments so students and parents are constantly aware of student progress.
- Students have access to technical support via an Internet link, email, or phone.
- Parents have private access to monitor student progress in the coursework with quick links to instructor information.
- Automated emails are sent weekly to parents with progress percentages and grades.
- Tests and quizzes validate that the student has learned the objectives for specific unit/lesson.
- Worksheets, essays, research reports and other assignments validate that the student has learned the objectives for specific concepts of lesson/unit. The worksheet allows the teacher to provide instructional comments directly to the student for future improvement and assessment.
- Mid-term and final exams validate that the student has learned the objectives for specific lesson/unit/course.
- Simulation/games are used to provide students with a review and reinforcement of the material in the lessons.
- Refer interested clients to partner TAPBI programs for K-8 curriculum.
- Use of supplemental instruction includes:
  - Videos
  - External web searches
  - Textbooks, articles, tutorials, face-to-face tutor
  - Lab activities for science courses
  - Research conducted for written reports

2. A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.

- The word processing assignments can be graded and marked with comments discussing areas of improvement for the student to review.
- The online tests allow students to review the answers for accuracy.
- The program sends automated progress reports to parents' email addresses to keep them informed of the students learning progress.
- Student and instructor can send messages privately through a message box.
- Counselors have access to student progress reports and enrollment information.
- Parents and students are reminded through email to complete their required attendance records.
- Number of students qualifying for services by category:

SPED Category	Count	% of total enrollment
SLI	4	0.9%
MMR		
SLD		
ED	1	0.2%
MoMR		
VI		
HI		
OH		
Orth		
TBI		
MD		
MDSSI		
A		
SMR		
OHI		

ELL	Count	% of total enrollment
ELL		

- Havasuonline collaborates directly with the LHUSD Director of Special Services.
- Courses supplement the special education curriculum offered by resource teachers.
- Modifications to curriculum and the delivery process are made to accommodate specific student needs – assistive technologies will be acquired as necessary.
- The length of time to complete a course can be adjusted to better serve students.
- Resource teachers use the TAPBI program to provide the curriculum in specific education areas using the expertise of the online teacher. This allows the resource teacher a way give the student the class level that is needed for the student to be successful and progress.
- The length of time a student is allowed to complete a course can be adjusted to accommodate the need of the student.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	9	*	**9**	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	9	*	**9**	74,869	51

MATHEMATICS

	TAPBI Program			STATE	
Grade	**# Tested**	**Average Percentile Rank**	**Grade**	**# Tested**	**Average Percentile Rank**
9	9	*	**9**	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	**10***	TAPBI School	4	*	*	*	*	*
		Non-TAPBI	495	17	11	60	12	72
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	3	*	*	*	*	*
		Non-TAPBI	156	24	24	45	7	52
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	44	32	14	43	11	54
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	508	5	18	71	6	77
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	117	8	38	45	9	54
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	55	13	24	42	22	64
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	509	1	13	83	3	86
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	169	1	18	75	7	82
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	47	2	13	43	21	64
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined.

5. **The results of a survey of pupil satisfaction with the program, including:**

   ▪ Survey Question: I feel the Havasuonline.org courses are presented effectively.
     Response: 80% agree or strongly agree to this statement and 20% are either undetermined or disagree.
   ▪ Survey Question: I think the variety of presentation within the Havasuonline.org learning environment is helping me to learn successfully.
     Response: 67% agree or strongly agree and 33% are either undetermined or disagree.
   ▪ Survey Question: The Havasuonline.org website is easy to use.
     Response: 93% agree or strongly agree and 7% are undetermined.
   ▪ Survey Question: I feel the Havasuonline.org website performance meets my expectations.
     Response: 93% agree or strongly agree and 7% disagree.
   ▪ Survey Question: What kind of grade would you give Havasuonline.org.
     Response: 87 % gave an A or B grade 13% gave a C or below

6. **The results of a survey of parental satisfaction with the program, including:**

   ▪ Survey Question: I feel the variety of presentation of the Havasuonline.org courses help my student learn effectively?
     Response: 67% agree or strongly agree and 33% disagree or strongly disagree
   ▪ Survey Question: Havasuonline.org has had a positive effect on my student's attitude toward schooling.
     Response: 50% agree or strongly agree and 33% have no opinion and 17% disagree.
   ▪ Survey Question: The Havasuonline.org program has improved my child's confidence in his/her ability to learn.
     Response: 67% agree or strongly agree and 33% disagree or strongly disagree
   ▪ Survey Question: My child has a positive attitude about learning with Havasuonline.org courses.
     Response: 67% agree or strongly agree and 33% disagree or strongly disagree
   ▪ Survey Question: Havasuonline.org has improved my student's motivation and his/her ability to learn?
     Response: 67% agree or strongly agree and 33% disagree or strongly disagree
   ▪ Survey Question: What kind of grade would you give Havasuonline.org?
     Response: 80 % gave an A or B grade 20% gave a C or below

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

   • Provide reasonable accommodations to assist students in achieving their educational goals.
   • Provide access to use of computer lab on site.
   • The program also has students who use a study hall period at the high school for work on online classes.

8. **A description of the operational and administrative efficiency of the program.**

   LHUSD rated themselves as 2.37 out of 3.

9. **A description of the cost-effectiveness of the program.**

   State Revenue per Pupil: $2152.32
   Expenditures Related to Direct Instruction per Pupil: $350.73
   Total Administrative Costs: $54,456

Marana Unified School District

General Program Overview

This was the third year of operation for the Marana Unified School District TAPBI program. The district provides distance learning opportunities through a partnership with the Mesa Unified School District. The program has been expanded since its inception to accommodate students in grades seven through twelve.

A. Mission Statement

The primary mission of the Marana Distance Learning Program is to develop and provide high-quality online education for 7-12 students that align with District, State, and National academic standards. Since distance learning is changing rapidly, MDLP will utilize 'improvement ethic' processes by incorporating new research from technology and teaching strategies into our program. The Marana Distance Learning Program strives to meet the varying needs of students and families by allowing them the option of using the program as a supplement to traditional schooling or by continuing with the program full-time to earn a high school diploma.

B. Number of Years in Operation

4 years

C. Grade Levels Served

7th through 12th grade

D. TAPBI Program Student Counts for the 2005-06 School Year (FY 2006)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	103	68.2%
Full-time Student Enrollment	11	7.3%
Concurrent Student Enrollment	37	24.5%
Total Enrollment	151	100%

Retention Rate: 24.5%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 57.6%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: 72.7%
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: %27.3
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

   - The program's target population is 7th through 12 graders in Marana Unified School District attendance area.
   - For approximately the last 5 years, there has not been a target population for grades 7-12 other than offering an option or an alternative way for all students to learn.
   - The program's target population is 7th through 12th graders in Marana Unified School District attendance area .
   - All courses are designed by week, unit lesson(s), objective(s), activities (video, lab, tutorial) plus many interactive problems and activities. Since a high percentage of learning takes place during feedback, there is constant feedback from the teacher of any given course. There is direct instruction, especially in the math tutorials. There are tutorials in other subject areas as well. The program uses teaching strategies that are backed by research such as graphic organizers embedded in most of our classes.
   - AIMS and Terra Nova are used to assess student performance on the academic standards and for individual instructional needs.
   - Teacher quizzes are used to assess student attainment of skills, readiness for instruction, and achievement.
   - Mid-term/Final Examinations are used to diagnose students who have acquired the competencies and can apply concepts to real life situation. This is diagnostic and remedial in nature.
   - Tutorials are used to determine if the student understands and applies concepts after direct instruction, i.e. tutorials.
   - All students are offered activities that regular fulltime students participate in at the district's schools.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   The MDLP program is rich in videos and in game type interactions. There are over 100 games that students use to practice skills on the computer. Marana's technology also is programmed in an intervention mode to inform the teacher when a student is falling behind in his/her assignments. The system also keeps track of graduating seniors so they stay on track for graduation. There is a parent page on Marana's web site that parents and counselors can check the assignments completed in any given time frame, the grade, and the percentage of the course completed. This assists the high schools when students are playing sports in making sure students are eligible to play based on his/her academics. The system also provides a means for teachers to catch students who might have plagiarized a lesson.

- Number of students qualifying for services by category.

SPED Category	Count	% of total enrollment
SLI	1	
MMR	1	
SLD	4	
ED	0	
MoMR	0	
VI	0	
HI		
OH		
Orth		
TBI		
MD		
MDSSI		
A		
SMR		

ELL	Count	% of total enrollment
ELL	0	0

- MUSD honors and serves all students with IEPs with special accommodations as needed.
- Media and technological assistance is provided as dictated by student needs. Examples include visual software on the computer that reads the text for those students who are visually impaired. There is voice recognition software as well. Tutorials on the system allows for repetition of lessons that is helpful and there is, extra time to complete a lesson. These are just a few media and technological means as dictated by the IEP and our special education coordinator.
- Through Mesa Distance Learning and Marana's own Special Education Department, the program uses a special education teacher/coordinator who oversees all services to special education students. This person works with our teachers and the parents to ensure that appropriate services are being rendered.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	13	76	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	13	76	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	13	66	**9**	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	**7**	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	991	10	15	59	17	76
		Statewide	76,749	12	16	53	19	72
	8	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,018	17	19	52	12	64
		Statewide	75,434	20	18	48	14	62
	10*	TAPBI School	8	*	*	*	*	*
		Non-TAPBI	998	17	12	62	10	72
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	3	*	*	*	*	*
		Non-TAPBI	391	34	19	38	8	47
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	3	*	*	*	*	*
		Non-TAPBI	190	50	16	31	3	34
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	7	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	992	5	19	65	10	75
		Statewide	77,062	8	23	60	9	69
	8	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,017	6	22	65	7	72
		Statewide	75,772	10	25	58	7	65
	10*	TAPBI School	5	*	*	*	*	*
		Non-TAPBI	1,002	4	12	75	9	84
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	3	*	*	*	*	*
		Non-TAPBI	270	10	33	46	9	56
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	5	*	*	*	*	*
		Non-TAPBI	130	15	29	44	10	55
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	**7**	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	992	1	7	86	6	92
		Statewide	77,218	3	14	78	6	84
	8	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,018	2	15	79	4	83
		Statewide	75,886	2	23	73	2	75
	10*	TAPBI School	6	*	*	*	*	*
		Non-TAPBI	991	3	18	68	11	79
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	3	*	*	*	*	*
		Non-TAPBI	368	5	20	63	12	75
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	3	*	*	*	*	*
		Non-TAPBI	116	9	32	47	11	57
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined.

5. The results of a survey of pupil satisfaction with the program, including:

- Survey Question: I feel the online courses are presented effectively.
  Response: Strongly Agree (0%) Agree 8 (100%) Disagree (0%) Strongly Disagree (0%) No opinion (0%)
- Survey Question: I think the variety of presentation of my distance learning courses is helping me to learn successfully.
  Response: Strongly Agree 1 (12.5%); Agree 5 (62.5%); Disagree 1 (12.5%); Strongly Disagree (0%); No opinion 1 (12.5%)
- Survey Question: The distance learning classes have improved my attitude toward learning in general.
  Response: Strongly Agree 1 (12.5%); Agree 4 (50%); Disagree 1 (12.5%); Strongly Disagree (0%); No opinion 2 (25%)
- Survey Question: What kind of grade would you give your school?
  Response: A (0%); B 8 (100%); C (0%); D (0%); F (0%)

6. **The results of a survey of parental satisfaction with the program, including:**

- Survey Question: I feel the variety of presentation of the distance learning courses help my student learn effectively.
  Response: Strongly Agree 3 (21.4%); Agree 11 (78.6%); Disagree (0%); Strongly Disagree (0%); No opinion (0%)
- Survey Question: The distance learning program has had a positive effect on my student's attitude toward schooling.
  Response: Strongly Agree 3 (21.4%); Agree 10 (71.4%); Disagree 1 (7.1%); Strongly Disagree (0%); No opinion (0%)
- Survey Question: My child is making good academic progress.
  Response: Strongly Agree 1 (7.7%); Agree 10 (76.9%); Disagree (0%); Strongly Disagree 1 (7.7%); No opinion 1 (7.7%)
- Survey Question: Please grade the overall quality of your child's distance learning school.
  Response: A 9 (75%); B 2 (16.7%); C (0%); D (0%); F 1 (8.3%)

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

All services are available to all district students. Students with special needs are provided equipment and technology necessary to function in our program. Materials are adjusted according to SPED students and others who might want to take a final examination on hard copy versus on the computer. The office staff helps each student as they come to our offices.

8. **A description of the operational and administrative efficiency of the program.**

Marana Unified School District rated themselves as 2.91out of 3.

9. **A description of the cost-effectiveness of the program.**

MUSD did not include information regarding the program's cost-effectiveness.

Mesa Unified School District

General Program Overview

Mesa Unified School District has completed its eighth year in the TAPBI program. With a total enrollment of 3837, the Mesa Distance Learning Program (MDLP) is the largest district operated TABPI programs. As the Mesa TAPBI has evolved the district has continued to target students in grades K – 6; however, a wide range of distance learning courses are also available to students in grades 7 – 12.

A. Mission Statement

The primary mission of the Mesa Distance Learning Program is to develop and provide high-quality online education for K-12 students that aligns with District, State, and National academic standards. Since distance learning is changing rapidly, MDLP will utilize 'improvement ethic' processes by incorporating new research from technology and teaching strategies into our program. The Mesa Distance Learning Program strives to meet the varying needs of students and families by allowing them the option of using the program as a supplement to traditional schooling or by continuing with the program full-time to earn a high school diploma.

B. Number of Years in Operation

8 years

C. Grade Levels Served

K-12

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Student Count	Percent of Student Count
Fractional Student Count	2466	64.3%
Full-time Student Enrollment	569	14.8%
Concurrent Student Enrollment	802	20.9%
Total Enrollment	3,837	100%

Retention Rate: 30.4%
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 60.6%
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: 75.6%
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: 40%
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

   - Originally, MDLP was interested in serving the home schooled population. The K-6 program still has that emphasis. For the past 5 years, there hasn't been a set target population for grades 7-12 other than offering alternative ways for all students to learn.
   - The special emphasis is on lesson design so that all objectives are aligned to each State and National standards, and to ensure a full 90 hours of instruction (75 hours at 7-8th grades) for each course. This assures families that the curriculum matches the District and State standards. The special emphasis is offering a full service, comprehensive, high quality educational program.
   - All courses are designed by week, unit lesson(s), objective(s), activities (video, lab, tutorial) plus interactive practices. Since a high percentage of learning takes place during feedback, there is constant feedback from the teacher in any given course. There is direct instruction, especially in the math courses with tutorials for many lessons. There are also tutorials in other subject areas as well. We use teaching strategies that are backed by research such as graphic organizers embedded in most of our classes.
   - AIMS and Terra Nova are used to assess student performance on State standards and for individual instructional needs.
   - Teacher Tests (Unit/Chapter) are used to assess student attainment of skills, instructional readiness, and achievement.
   - Mid-term/Final Examinations are used to diagnose students competencies and ability to apply concepts to real life situations. This is diagnostic and remedial in nature.
   - Tutorials are used to determine if the student understands and applies concepts after direct instruction is completed, i.e. tutorials.
   - At the K-6 level there are field trips on a scheduled basis for science and social studies. Students are also invited to participate in assemblies offered at Eagleridge. There are also dance and music participation opportunities for those students who are so interested. For the 7-12 program, students participate in the same co-curricular activities as students at traditional high schools, which includes all sports, dance, band, chorus, speech and debate, clubs, etc.
   - Students in grades 7-12 can participate in supplemental instruction as desired. They can enroll in after school tutoring programs; receive help over the phone; or can come into the office for individual assistance as needed. Students can also participate in supplemental programs, such as the proposed science research program with guidance from Intel engineers and science professors from ASU on Saturdays.
   - The K-6 program offers a yearly theater program through ChildsPlay. This program also includes language arts discussion questions. Tutoring is offered by appointment. There is phone help and parent workshops to assist in the learning process.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   The MDLP is rich in video instruction and multimedia game type interactions. There are over 100 computer games that students use to practice skills on the computer. MDLP's system is programmed in an intervention mode to notify the teacher when a student is falling behind in his assignments. The system also tracks graduating seniors' progress so they stay on track for graduation. The parent page provides parents with the ability to check the assignments completed in any given time frame, the grade, and the percentage of the course completed. The counselor page also displays similar information that assists them when checking student eligibility that are participating in sports, making sure the student is eligible to play based on his academics. The system also provides a means for teachers to discover students who might have plagiarized a lesson. The system has a message box allowing the teacher and student to interact, especially in schools with firewalls.

- Number of students qualifying for services by category

SPED Category	Count	% of total enrollment
SLI	0	0
MMR	0	0
SLD	11	0.6
ED	3	0.2
MoMR	0	0
VI	1	0.1
HI	1	0.1
OH	0	0
Orth	0	0
TBI	1	0.1
MD	1	0.1
MDSSI	0	0
A	0	0
SMR	0	0

ELL	Count	% of total enrollment
ELL	5	0.1

- MDLP honor and serves all IEP students with special accommodations as needed. The district's special education coordinator works with the parents and teacher to meet all needs.
- Media and technological assistance is provided as dictated by student needs. Examples include visual computer software that reads the text for those students who are visually impaired. There is voice recognition software as well. Of course, tutorials on the system allow for repetition of lessons, and extra time is given to complete a lesson when necessary. These are just a few media and technological means as dictated by the IEP and MDLP's special education coordinator that better meet the needs of special needs students.
- MDLP has a special education teacher/coordinator who oversees all services to special education students. This person works with program teachers and parents to ensure that appropriate services are being rendered.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	16	81	2	82,788	46
3	9	*	3	75,619	46
4	16	71	4	76,258	50
5	17	81	5	77,700	55
6	19	74	6	76,809	57
7	26	68	7	77,233	53
8	39	66	8	75,947	57
9	62	68	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	16	71	2	82,783	50
3	9	*	3	75,693	46
4	16	76	4	76,383	53
5	18	69	5	77,743	53
6	19	53	6	76,738	51
7	23	53	7	77,115	57
8	33	63	8	75,786	55
9	62	64	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2	16	73	2	83,234	51
3	9	*	3	75,907	51
4	17	74	4	76,479	57
5	18	63	5	77,855	51
6	19	63	6	76,762	57
7	26	50	7	76,920	53
8	39	51	8	75,607	57
9	62	51	9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

2007 AIMS Results by Subject & Grade (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	3	TAPBI School	9	*	*	*	*	*
		Non-TAPBI	5,102	7	15	53	25	78
		Statewide	75,705	9	17	54	20	74
	4	TAPBI School	17	6	0	59	35	94
		Non-TAPBI	5,072	6	12	46	36	82
		Statewide	76,267	10	15	47	29	76

5	TAPBI School	18	11	11	39	39	78
	Non-TAPBI	5,341	7	13	53	27	80
	Statewide	77,701	11	18	52	19	71
6	TAPBI School	19	5	21	63	11	74
	Non-TAPBI	5,180	10	13	49	28	77
	Statewide	76,560	17	16	47	20	67
7	TAPBI School	26	15	35	42	8	50
	Non-TAPBI	5,010	8	13	53	26	79
	Statewide	76,749	12	16	53	19	72
8	TAPBI School	39	23	18	46	13	59
	Non-TAPBI	5,133	13	14	51	21	72
	Statewide	75,434	20	18	48	14	62
10*	TAPBI School	57	25	23	45	5	50
	Non-TAPBI	5,010	11	9	58	23	81
	Statewide	70,981	21	12	54	14	68
11*	TAPBI School	20	*	*	*	*	*
	Non-TAPBI	952	24	21	51	4	55
	Statewide	39,350	38	22	35	5	40
12*	TAPBI School	15	*	*	*	*	*
	Non-TAPBI	322	37	21	36	6	43
	Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	3	TAPBI School	9	*	*	*	*	*
		Non-TAPBI	5,061	4	20	61	16	77
		Statewide	75,419	6	23	59	13	72
	4	TAPBI School	16	0	6	88	6	94
		Non-TAPBI	5,024	6	21	61	12	73
		Statewide	76,045	10	23	57	10	67
	5	TAPBI School	17	0	12	71	18	89
		Non-TAPBI	5,317	4	18	70	8	78
		Statewide	77,548	7	21	65	7	72
	6	TAPBI School	19	5	16	63	16	79
		Non-TAPBI	5,165	4	19	67	10	77
		Statewide	76,608	8	23	62	8	70
	7	TAPBI School	26	0	12	73	15	88
		Non-TAPBI	5,051	5	20	64	11	75
		Statewide	77,062	8	23	60	9	69
	8	TAPBI School	39	3	28	59	10	69
		Non-TAPBI	5,189	7	22	62	9	72
		Statewide	75,772	10	25	58	7	65
	10*	TAPBI School	49	2	21	66	10	75
		Non-TAPBI	5,095	3	15	72	9	81
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	7	*	*	*	*	*
		Non-TAPBI	1,266	6	32	54	8	62
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	9	*	*	*	*	*
		Non-TAPBI	533	6	36	48	10	58
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	3	TAPBI School	9	*	*	*	*	*
		Non-TAPBI	5,098	4	14	68	14	82
		Statewide	75,689	5	13	66	16	82
	4	TAPBI School	17	0	12	76	12	88
		Non-TAPBI	5,080	4	14	71	11	82
		Statewide	76,316	5	15	68	13	81
	5	TAPBI School	18	11	39	50	0	50
		Non-TAPBI	5,320	2	32	63	3	66
		Statewide	77,726	3	27	65	5	70
	6	TAPBI School	19	21	11	68	0	68
		Non-TAPBI	5,166	2	15	79	4	83
		Statewide	76,667	4	16	75	5	80
	7	TAPBI School	23	4	13	78	4	82
		Non-TAPBI	5,033	2	15	79	4	83
		Statewide	77,218	3	14	78	6	84
	8	TAPBI School	34	6	18	74	3	77
		Non-TAPBI	5,157	2	23	73	2	76
		Statewide	75,886	2	23	73	2	75
	10*	TAPBI School	47	4	23	62	11	73
		Non-TAPBI	5,126	2	21	67	12	78
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	13	*	*	*	*	*
		Non-TAPBI	1,795	3	23	62	11	73
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	8	*	*	*	*	*
		Non-TAPBI	493	5	29	52	13	65
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined.

5. **The results of a survey of pupil satisfaction with the program, including:**

   ▪ Survey Question: The distance learning classes have improved my attitude toward learning in general.
   ▪ Response: Strongly Agree 11 (17.2%); Agree 25 (39.1%); Disagree 19 (29.7%); Strongly; Disagree 1 (1.6%); No Opinion 8 (12.5%)
   ▪ Survey Question: I feel the online courses are presented effectively.
   ▪ Response: Strongly Agree 17 (26.2%); Agree 43 (66.2%); Disagree 5 (7.7%); Strongly Disagree 0 (0%); No Opinion 0 (0%)
   ▪ Survey Question: I think my distance learning classes are helping me to learn.
   ▪ Response: Strongly Agree 16 (25%); Agree 30 (46.9%); Disagree 9 (14.1%); Strongly Disagree 1 (1.6%); No Opinion 8 (12.5%)

6. **The results of a survey of parental satisfaction with the program, including:**

   ▪ Survey Question: I feel the variety of presentation of the distance learning courses help my student learn effectively.
   Response: Strongly Agree 23 (21.3%); Agree 76 (70.4%); Disagree 5 (4.6%); Strongly Disagree 0 (0%); No Opinion 4 (3.7%)
   ▪ Survey Question: The distance learning program has had a positive effect on my student's attitude toward schooling.
   Response: Strongly Agree 22 (20.6%); Agree 63 (58.9%); Disagree 12 (11.2 %); Strongly Disagree 4 (3.7%); No Opinion 6 (5.6%)
   ▪ Survey Question: Please grade the overall quality of your child's distance learning school.
   Response: A. 53 (49.1%); B. 35 (32.4%); C. 16 (14.8%); D. 3 (2.8%); F. 1 (0.9%)

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

   All services are available to all Mesa students. Students with special needs are provided equipment and technology necessary to function in the program. Materials are adjusted according to SPED students and others who might want to take a final examination on hard copy versus on the computer. The office staff helps each student as necessary.

8. **A description of the operational and administrative efficiency of the program.**

   MDLP rated themselves as 2.74 out of 3

9. **A description of the cost-effectiveness of the program.**

   State Revenue per Pupil: $5,332.77
   Expenditures Related to Direct Instruction per Pupil: $2,466.70
   Total Administrative Costs: $601,753.08

Peoria Unified School District

General Program Overview

The Peoria Unified School District has completed its fourth year in this program. The district's program continues to target students in grades 9 – 12. The district does not identify an area of special emphasis and states that the program focuses on "anytime, any place course delivery." The report indicates that the program provides distance learning opportunities to homebound students, elementary students seeking high school credit and out-of-district students. The total enrollment for the 2006 – 2007 school year was 173 students.

A. General Mission Statement

The Mission of the Peoria Unified School district eCampus Virtual School is to provide anytime, any place course delivery.

B. Number of Years in Operation
4 years

C. Grade Levels Served
9th – 12th grades

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Count	Percent of Total Enrollment
Part time Student Enrollment	0	0
Full-time Student Enrollment	0	0
Concurrent Student Enrollment	173	100%
Total Enrollment	173	100%

Retention Rate: __0%__
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: __88%__
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: __N/A__
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: __N/A__
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

   - The target population for the Peoria Unified School district eCampus program is all students enrolled in grades 9-12 at the district's high schools. The Peoria eCampus program provides the opportunity for any high school student to enroll in an online learning course during their high school career. In addition, Peoria eCampus provides services to homebound students, elementary students seeking high school credit and out of district students.
   - The Peoria Unified School District eCampus Virtual School emphasizes anytime, any place course delivery to district students, using new and emerging technologies that provide students with increased equity and access to the highest quality educational opportunities.
   - eCampus online courses are written specifically for Internet-based learning and frequently use multimedia components: original audio and video files; and interactive exercises. Using the Internet to its fullest, the PUSD eCampus Program courses also provide opportunities for online communications between teachers and students and links to national, historic, scientific, and research center digital libraries worldwide. The courses are based on the constructivist learning theory, which recognizes the importance of incorporating an individual's experiences and knowledge into their learning process. A trained, certified teacher works one-on-one with each learner, ensuring progress, answering questions, and evaluating assignments and tests.
   - Courses may include video, audio, online quizzes, tests, and projects that students complete and e-mail to the teacher. In most cases, tests provide immediate feedback. Students have an online notebook that serves as their personal note-taking space as well as a tool for submitting assignments. Links, notes, pictures, and other information can be stored in the notebook. Students use e-mail and discussion groups to communicate with their teacher and other students taking the course. Links to the web provide additional information about a particular subject. Each course also includes a course guide, which includes information such as an overview of the course, objectives, and how the course will be graded.
   - Some courses require scheduled participation in a face-to-face symposium with the instructor and other students. All courses require face-to-face midterm and final assessments.
   - PUSD Benchmark Assessments are used to provide feedback to teachers for student interventions, extensions, and modifications
   - PUSD End of Course Assessments are used to provide feedback to teachers for student interventions, extensions, and modifications.
   - eCampus courses are written specifically for web-based learning and frequently use multimedia components: original audio and video files and interactive exercises. Using the Internet to its fullest, the PUSD eCampus Program courses also provide opportunities for online communications between teachers and students and links to national, historic, scientific, and research center digital libraries worldwide. The courses incorporate an individual's experiences and knowledge in their learning by giving students the opportunity to share ideas through the Discussion Board link. A trained, certified teacher works one-on-one with each learner, ensuring progress, answering questions, and evaluating assignments and tests. Students also meet face-to-face with their instructor as needed, for additional tutoring, allowing the instructor to take a first hand look at what the student is doing.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   eCampus has proven to be a successful educational setting for a wide range of students. Academic abilities of students served by eCampus range from gifted to underachieving. Specific populations served by the program include:

   - Academically advanced students needing to free up their traditional schedule, in order to attend in-person advanced classes

- Academically advanced students who desire to take more than a full load of courses during a school year
- Students who find the traditional classroom setting distracting (i.e., student's having A.D.D.)
- Students who require extended time to process a concept or complete course work
- Students who, due to non-curricular activities, require a flexible attendance schedule
- Students needing to recover lost credits
- Students having health issues, which makes attending traditional classes difficult or impossible
- Long-term suspended students, for which the district needs to provide an alternative education setting
- Students wanting to better prepare themselves for college and business by gaining the experience of taking an online course

Parental support plays a key role in assisting students in completing online coursework. The parent(s) of students enrolled in an online course are required to confirm the minutes/hours their students spend on coursework. The parent receives a bi-weekly tracking system report, which identifies the minutes/hours their student has spent on coursework. The parent confirms the accuracy of the report by emailing the system administrator. The parent also receives the e-mail address and telephone number of the teacher and the eCampus Virtual School Program Administrator. The parent receives bi-weekly progress reports from the teacher and may request a face-to-face meeting with the teacher at anytime during the semester.

High school counselors also play a key role in the success of their students enrolled in eCampus Virtual School courses. Counselors receive a copy of the minutes and the progress reports that are e-mailed to the parents and students. Counselors follow-up with students who are not entering the required minimum number of hours in an online course and who may be receiving a grade of "D" or "F." Online teachers communicate regularly with the counselor in cases where the student is not successful.

Students who are unable to maintain a passing grade are required to attend a weekly in-person instructional session, facilitated by the course teacher. Teachers work with students to determine whether the coursework is too difficult for the student, whether the student is having technical difficulties and/or whether the student is spending enough time on the coursework to successfully complete the course.

The course teacher is provided a copy of the current IEP and/or 504 plan so that accommodations can be addressed as required by these documents.

Discussion boards are used as a regular part of each of the eCampus Virtual School courses. This provides a platform for interaction between students and gives students another opportunity to apply the skills and knowledge learned from the content of the course. Students also use online e-mail to communicate with their instructor on a regular basis.

- Number of students qualifying for services by category

SPED Category	Count	% of total enrollment
SLI	0	
MMR	0	
SLD	11	2%
ED	0	
MoMR	0	
VI	0	
HI	0	
OH	0	
Orth	0	
TBI	0	
MD	0	
MDSSI	0	
A	0	
SMR	0	

ELL	Count	% of total enrollment
ELL	0	0

- SPED students are eligible for all online courses offered in the Peoria Unified School District. Interventions and modifications are provided for students who have an IEP or 504 plan. The course teacher is provided a copy of the current IEP and/or 504 plan so that accommodations can be addressed as required.
- The delivery methods for special education students are the same as described in "C," page 2 of this document. Adjustments are made as prescribed by each individual student's IEP or 504. Teachers meet in face-to-face meetings with students as needed.
- District and school site special education personnel monitor the writing and implementation of all IEP's and 504 plans. Online teachers are provided a copy of the student IEP's and/or 504 plans and implement them for each student as prescribed. Counselors and online teachers monitor the progress of all special education students through regular communication.

3. Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.

No Data for Math, Reading, Language. Reported as a program and not a school, all students are concurrently enrolled and therefore students are tested at "home campus"

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	82,788	46
3			3	75,619	46
4			4	76,258	50
5			5	77,700	55
6			6	76,809	57
7			7	77,233	53
8			8	75,947	57
9			9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	82,783	50
3			3	75,693	46
4			4	76,383	53
5			5	77,743	53
6			6	76,738	51
7			7	77,115	57
8			8	75,786	55
9			9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	83,234	51
3			3	75,907	51
4			4	76,479	57
5			5	77,855	51
6			6	76,762	57
7			7	76,920	53
8			8	75,607	57
9			9	74,359	50

4. Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.

No Data for Math, Reading, Language. Reported as a program and not a school, all students are concurrently enrolled and therefore students are tested at "home campus"

2007 AIMS Results by Subject & Grade (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	2,963	9	7	65	19	84
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,105	17	15	56	12	68
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	242	30	13	44	12	56
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	3,102	4	14	74	8	82
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,381	4	21	64	11	75
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	366	3	13	67	16	83
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	3,106	1	15	72	12	84
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,428	1	15	63	20	83
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	334	2	12	56	29	85
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined.

5. The results of a survey of pupil satisfaction with the program, including:

- Survey Question: Did the course multimedia (video, audio, graphics) help you better understand the material?
  Response: Media Very Helpful 24%; Media Somewhat Helpful 60%; Media Was Confusing 9%; No Media 7%
- Survey Question: Was it easy to navigate through the course?
  Response: Very Easy   24%; Easy 40%; Somewhat Easy 25%; Difficult 9%; Very Difficult 1%
- Survey Question: Please compare online learning to traditional learning.

Response: Less Flexible than Traditional Learning - 14%; More Flexible than Traditional Learning - 86%
- Survey Question: Would you take an online course again?
  Response: 95% stated "Yes."

6. **The results of a survey of parental satisfaction with the program, including:**

- Survey Question: Were you satisfied with the technical support provided by PUSD eCampus?
  Response: Yes 88%; No 12%
- Survey Question: Communication between the eCampus teacher and my child was
  Response: Excellent 33%; Good 48%; Fair 16%; Poor 5%; Don't Know 0%
- Survey Question: Please rate your child's learning experience in his/her eCampus course as compared to most traditional high school courses.
  Response: A better learning experience 26%; The same learning experience 57%; Poorer learning experience 10%; Don't Know 7%
- Survey Question: Would you be in favor of your child taking another eCampus class?
  Response: Yes 86%; No 14%

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

eCampus students are encouraged to use their own home computers, however, if a student does not have a home computer, access to a PUSD computer is arranged. Students are not denied the privilege of taking an online course based on their owning a computer.

8. **A description of the operational and administrative efficiency of the program.**

PUSD rated themselves a 2.98 out of 3.

9. **A description of the cost-effectiveness of the program.**

State Revenue per Pupil: $5,451.65
Expenditures Related to Direct Instruction per Pupil: $715.90
Total Administrative Costs: $42.04

Tempe Union High School District

General Program Overview

The Tempe Union High School District (TUHSD) submitted its original TAPBI proposal to the state Board of Education in August of 2003. The districted used the 2003 – 2004 and 2004 – 2005 school years for course development and preparation. This was the second year the program has been operational. The district reports a total enrollment of 248 students. The district's stated objective is to provide distance learning opportunities to students that mitigate scheduling conflicts, provides for student exploration, allows them to recapture credits and provides an avenue for students to continue with instruction due to medical, disciplinary or other circumstances.

A. General Mission Statement

The Tempe Union High School District will provide additional educational opportunities for students by delivering high quality online courses through a comprehensive Learning Management System.

B. Number of Years in Operation

The Tempe Union High School District has been a part of TAPBI since 2003 and began delivering online instruction in 2004.

C. Grade Levels Served

Grades 9 – 12.

D. TAPBI Program Student Counts for the 2005-06 School Year (FY 2006)

Student Category	Total Count	Percent of Total Enrollment
• Part time Student Enrollment		
• Full-time Student Enrollment		
• Concurrent Student Enrollment	248	100%
Total Enrollment		

Retention Rate: _____ **N/A*** _____
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 86.7% _____
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: _____ **N/A*** _____
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

Part-time Mobility: _____ **N/A*** _____
(Percentage of fractional students enrolled not finishing the year with the TAPBI School)

1. **A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.**

   - TUHSD's goal is to provide opportunities for students to take online classes that maximize flexibility in the areas of resolving scheduling conflicts, provide opportunities for student exploration in additional curriculum opportunities, credit recapture, and off-campus continuation of instruction due to medical, discipline, or other reasons.
   - Online/TAPBI course is comparable to the established face-to-face course (curriculum must be covered in both courses.)
   - Learning Management System (email, telephone, etc.)
   - Students have a course specific email address
   - Online discussions
   - Quizzes are used within the Learning Management System (LMS and are graded by LMS immediately, providing the students and teachers with elaborative feedback. Teachers can see how each question's individual response was compared to all students receiving specific grades, thus helping the teachers evaluate the quality of each question and overall quiz.
   - Self-tests provide students with question by question, response specific feedback that helps them better prepare for graded quizzes.
   - Projects are incorporated as appropriate into the assessment process. Student feedback is increased through the LMS with teachers able to review progress on projects and provide students with online suggestions and critiques.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

   - Use of streaming media allows students to replay/review as often as needed.
   - Asynchronous discussion which allows students to participate within teacher provided timelines.
   - Self-tests allow students to gain practice prior to quizzes/tests by providing extensive, response specific feedback.
   - Question pools can provide a wide range of experiences each time.
   - Motivational factor through use of computers and on-line environment.
   - Number of students qualifying for services by category:

SPED Category	Count	% of total enrollment
SLI		
MMR		
SLD	1	.03%
ED		
MoMR		
VI		
HI		
OH		
Orth		
TBI		
MD		
MDSSI		
A		
SMR		

ELL	Count	% of total enrollment
ELL	0	

- Online instruction appeals to a certain portion of students, especially those that want an alternative to face-to-face instruction or who have a need to time-shift their educational experience. Given the differences in learning styles, the visual and auditory nature of instruction that makes extensive use of technology and media can produce enhanced results for a segment of the student population.

3. **Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.**

No Data for Math, Reading, Language. Reported as a program and not a school, all students are concurrently enrolled and therefore students are tested at "home campus"

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	82,788	46
3			3	75,619	46
4			4	76,258	50
5			5	77,700	55
6			6	76,809	57
7			7	77,233	53
8			8	75,947	57
9			9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	82,783	50
3			3	75,693	46
4			4	76,383	53
5			5	77,743	53
6			6	76,738	51
7			7	77,115	57
8			8	75,786	55
9			9	74,869	51

MATHEMATICS

	TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
2			2	83,234	51
3			3	75,907	51
4			4	76,479	57
5			5	77,855	51
6			6	76,762	57
7			7	76,920	53
8			8	75,607	57
9			9	74,359	50

4. **Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.**

No Data for Math, Reading, Language. Reported as a program and not a school, all students are concurrently enrolled and therefore students are tested at "home campus"

2007 AIMS Results by Subject & Grade (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	3,283	11	8	56	26	82
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,227	29	21	39	9	48
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	517	43	21	32	4	36
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	3,314	3	12	71	14	85
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,368	6	29	51	13	65
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	585	15	34	42	9	51
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	10*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	3,314	2	15	63	21	84
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,696	2	20	60	19	78
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	516	10	29	47	14	61
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined

5. The results of a survey of pupil satisfaction with the program, including:

▪ The District did not provide results from the pupil satisfaction survey

6. The results of a survey of parental satisfaction with the program, including:

▪ The District did not provide results from the parental satisfaction survey

7. **A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.**

   ▪ The district did not provide this information

8. **A description of the operational and administrative efficiency of the program.**

   ▪ TUHSD graded themselves as 2.02 out of 3.

9. **A description of the cost-effectiveness of the program.**

   State Revenue per Pupil: $116
   Expenditures Related to Direct Instruction per Pupil: $91.79
   Total Administrative Costs: $11,169.51

Tucson Unified School District

General Program Overview

The Tucson Unified School District was approved to operate a TAPBI program in 2003. Through a partnership with the Mesa TAPBI program, the district began providing services to students during the 2004 – 2005 school year. The district currently provides distance learning opportunities to students in grades 8 – 12, and reports that the program's total enrollment for the 2006 – 2007 school year was 47 students. This is a comparatively small enrollment, especially considering the relative size of the Tucson Unified School District.

A. General Mission Statement

The mission of Tucson Distance Learning Virtual School is to provide a vigorous, standards based high quality curriculum in a virtual environment that allows all students equal access to diverse courses to prepare them for a globally competitive future that is integrated with technology and focused on the knowledge economy.

B. Number of Years in Operation

Tucson Distance Learning has been in existence since 2003.

C. Grade Levels Served

Tucson Distance Learning has served grades 9 – 12 until March of 2006 when we added grade 8.

D. TAPBI Program Student Counts for the 2006-07 School Year (FY 2007)

Student Category	Total Count	Percent of Total Enrollment
Full Time Student Enrollment	17	
Concurrent Enrollment	6	
Summer Enrollment	24	
Total Enrollment	47	

Retention Rate: _____**N/A**_____
(Returning *full-time* students ÷ current *full-time* students x 100 = %)

Completion Rate: 58%___
(Completed *courses* ÷ *courses* started x 100 = %)

Full-time Mobility: _____**N/A**_____
(Percentage of full-time students enrolled but not finishing the year with the TAPBI School)

1. A description of the educational services that are offered under the program and that specifically relate to the depth and breadth of the curriculum choices offered by the school.

- The current target population is credit recovery and credit acceleration students. The program also serves a variety of other types of students including home schoolers, drop outs, and alternative students.

- The special emphasis is to provide an engaging, interactive, viable alternative schooling opportunity for students.
- All courses are designed by week, unit lesson(s), objective(s), activities (video, lab, tutorial) plus many interactive problems and activities. Since a high percentage of learning takes place during feedback, there is constant feedback from the teacher of any given course. There is direct instruction, especially in the math courses with our tutorials, and there are tutorials in other subject areas as well.
- AIMS, Terra Nova are used to assess student performance on AIMS standards and for individual instructional needs.
- Teacher quizzes are used to assess student attainment of skills, readiness for instruction, and achievement.
- Mid-term/Final Examinations are used to diagnose if students have acquired the competencies and can apply concepts to real life situation. This is diagnostic and remedial in nature.
- Tutorials are used to determine if students understand and apply concepts after direct instruction, i.e. tutorials.
- Tucson Distance Learning does no offer co-curricular activities. The majority of our students are part time.
- Students have tutoring available by appointment and by phone.

2. **A description of the effects of media and technology on the delivery of specific educational services to specific pupil populations.**

The TUSD program is rich in videos and in game type interactions. There are over 100 games that students use to practice skills on the computer. Our technology also is programmed in an intervention mode to inform the teacher when a student is falling behind in his assignments. The system also keeps track of graduating seniors so they stay on track for graduation. There is a parent page on the district's web site that parents and counselors can check the assignments completed in any given time frame, the grade, and the percentage of the course completed. This assists high schools when determining academic eligibility for student athletes. The system also provides a means for teachers to catch students who might have plagiarized a lesson.

- Number of students qualifying for services by category:

SPED Category	Count	% of total enrollment
SLI	0	0%
MMR	0	0%
SLD	0	0%
ED	0	0%
MoMR	0	0%
VI	0	0%
HI	0	0%
OH	0	0%
Orth	0	0%
TBI	0	0%
MD	0	0%
MDSSI	0	0%
A	0	0%
SMR	0	0%

ELL	Count	% of total enrollment
ELL	0	0%

- The Tucson Distance Learning Virtual School honors and serves all students with an IEP with special accommodations as needed.
- Media and technological assistance is provided as dictated by student needs. Examples include visual software on the computer that reads the text for those students who are visually impaired. There is voice recognition software as well. Tutorials on the system allow students to repeat specific lessons. These are media and technological means as dictated by the IEP and the district's special education coordinator.
- The MDL Program has on staff a special education teacher/coordinator who oversees all services to special education students. This person works with program teachers and parents to ensure that appropriate services are being rendered.

3. Academic advancement as measured in grade level equivalents each academic year based on a standardized norm-referenced achievement test.

READING

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	7	*	9	74,927	51

LANGUAGE

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	7	*	9	74,869	51

MATHEMATICS

TAPBI Program			STATE		
Grade	# Tested	Average Percentile Rank	Grade	# Tested	Average Percentile Rank
9	7	*	9	74,359	50

4. Data identified by the state board of education or the state board for charter schools, as appropriate, that compares the academic performance of pupils who participate in the technology assisted project-based instruction program with other pupils in this state and with pupils in that school who do not participate in the technology assisted project-based instruction program.

2007 AIMS Results by Subject & Grade (Category 1)

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Math	10*	TAPBI School	2	*	*	*	*	*
		Non-TAPBI	3,886	23	13	53	12	65
		Statewide	70,981	21	12	54	14	68
	11*	TAPBI School	1	*	*	*	*	*
		Non-TAPBI	2,255	38	23	35	5	40
		Statewide	39,350	38	22	35	5	40
	12*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	1,042	45	20	31	3	34
		Statewide	20,709	47	23	27	3	30

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Reading	10*	TAPBI School	5	*	*	*	*	*
		Non-TAPBI	3,997	8	21	64	7	71
		Statewide	72,533	7	20	67	7	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	2,203	13	36	47	5	52
		Statewide	36,655	11	36	47	6	53
	12*	TAPBI School	1	*	*	*	*	*
		Non-TAPBI	881	14	39	41	5	46
		Statewide	18,539	51	42	39	4	43

* Spring 2007 and Fall 2006 values combined.

Subject	Grade	Category	Number Tested	Percent Falls Far Below	Percent Approaches	Percent Meets	Percent Exceeds	Percent Proficient
Writing	**10***	TAPBI School	4	*	*	*	*	*
		Non-TAPBI	3,981	4	23	65	9	73
		Statewide	72,438	3	22	65	9	74
	11*	TAPBI School	0	*	*	*	*	*
		Non-TAPBI	2,312	6	30	55	8	63
		Statewide	40,309	5	30	56	9	65
	12*	TAPBI School	1	*	*	*	*	*
		Non-TAPBI	827	9	37	45	10	55
		Statewide	17,679	9	39	44	8	52

* Spring 2007 and Fall 2006 values combined.

5. The results of a survey of pupil satisfaction with the program, including:

- The district did not provide results of its pupil satisfaction survey.

6. The results of a survey of parental satisfaction with the program, including:

- The district did not provide results of its parental satisfaction survey.

7. A description of the availability and equitable distribution of educational services provided under the program including specific descriptions of the effectiveness of technology tools and modalities used to address the needs of any underserved populations targeted by the school.

All classes are available to all students. Accommodations are made per student needs and the IEP. Office staffs, both in Tucson and Phoenix, work with students to provide them the best educational experience possible.

8. A description of the operational and administrative efficiency of the program.

- The district did not provide a description of its program's operational and administrative efficiency.

9. A description of the cost-effectiveness of the program.

- The district did not provide a description of the cost-effectiveness of the program for the 2006 – 2007 school year.